



## PRINCE GEORGE'S PUBLIC SCHOOLS MANAGEMENT OVERSIGHT PANEL "Our Children, Our Future"

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Final Report of the Prince George's County Public Schools

Management Oversight Panel

June 3, 2002

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## **Table of Contents**

INTRODUCTION: THE MOP IN CONTEXT	1
HISTORY OF THE MANAGEMENT OVERSIGHT PANEL	2
MANAGEMENT REFORM PRIORITIES	6
OBSERVATIONS ON UNRESOLVED MAJOR POLICY MATTERS AND INITIATIVES	10
CONCLUSION: SAVING A SYSTEM	15
APPENDICES	18

This final report was prepared as a summary for the Maryland General Assembly, the Governor, the Prince George's County Executive, the Chairman of the Board of Education of Prince George's County and the State Superintendent of Schools. It is also being presented to the New Board of Education for Prince George's County so it can fully understand the MOP's role and accomplishments during its tenure. The report may provide guidance as the New Board assumes office and takes advantage of its opportunity to reform further the school system and the public's perception of the school system. The New Board and the community, hopefully, can work to improve the educational opportunities available to the children of Prince George's County and enhance student performance, a goal that should and must be the mission of the school system.

#### Introduction: The MOP in Context

This final report highlights themes and outcomes from the work of the Prince George's County Public Schools Management Oversight Panel (MOP and Panel).

Composed of nine private citizens, who are residents of the county, the MOP was mandated by the Maryland Legislature in response to decreasing student performance and governance conditions in the school system. Student performance was near the bottom in the State, governance and management of the school system had attracted increasing scrutiny, and state and local officials were expressing growing concern about policies and practices affecting budgets, spending, human resources including administrative, teaching and support personnel, technology and related infrastructure issues.

These concerns were rooted in a belief that management practices were not only ineffective and inefficient, but they were also leading to adverse consequences for the county's students. Measures of student performance were declining, recruiting and retaining qualified instructional staff was becoming more and more difficult, the introduction and utilization of needed state-of-the-art technology for instruction and management was stalled, and some facilities were in disrepair. Community confidence in the school system was waning and, while there were many interrelated reasons for the system's decline, including lack of sufficient funding, it was apparent that management issues were significantly connected to the dilemma.

Recognition of decline was exacerbated by a realization that there was no overarching strategy to correct the situation. Over the years the Prince George's County Schools had developed or absorbed a number of discrete programs and disconnected strategies with which to deal, among other things, learning, desegregation, instruction, curriculum and technology. Each of these issues was in some degree related to the other, but these connections were not acknowledged in the piecemeal approach to improvement that characterized the Prince George's County Public Schools.

## **History of the Management Oversight Panel**

The precipitating event for the establishment of the MOP was a management audit conducted by MGT of America, a consulting firm with substantial experience in monitoring or auditing large public systems. At the specific direction of the Maryland General Assembly and financed by the State and Prince George's County, MGT produced an extensive report that focused on cost savings, management effectiveness, human resource policies, relationships between governance and management, technology, facilities and other areas. The report contained hundreds of recommendations for change and a timeline by which these changes should be implemented.

The MGT recommendations were embraced by state education policymakers, who were then confronted with the need to decide about how best to ensure implementation. One of these choices involved the state assuming control of the system; this was rejected in favor of enabling reform to be fostered locally. State policymakers, however, had little confidence that simply leaving the recommendations with the system would result in satisfactory progress. As a result, at the same time they directed the undertaking of the audit, state legislators also made the determination to create an oversight body, the Management Oversight Panel, consisting of residents who had experience in management, budget, human resources, technology and other areas and who had expertise in or a demonstrated commitment to education reform in the County. The MOP was a volunteer group that was appointed by the state and the county. Its members reflected both the diversity of Prince George's County and the mix of skills and experience required to oversee a complex public system that operated in a number of contexts: educational, administrative and political prominent among them. (See Appendix A for profiles of MOP members.) The MOP was to review the audit, prioritize the recommendations, work with the school system to develop and put in place mechanisms to promote the timely adoption of the recommendations, monitor system progress in meeting the recommendations and report to stakeholders about progress.

The MOP was created as an advisory body with implementation being left to the school system. Initially, the school system resented the MOP's creation and mission and also felt little need to cooperate with or respond to the Panel's continuing requests for information and changes in operating procedures. The MOP's initial reports to the General Assembly reflected their lack of cooperation.

The State Superintendent, Dr. Nancy Grasmick, played an invaluable role in standing behind the MOP and requiring the school system to take positive action to respond to the MOP's advice. The State Superintendent also made her voice heard to the General Assembly and key legislative leaders to urge them to provide enforcement support. By setting the administrative parameters for MOP support and speaking forcefully, both publicly and privately, Dr. Grasmick played a key role in helping the MOP make a positive contribution toward progress in educational reform in Prince George's County. Without her strong intervention, the progress that did occur on the MOP's watch probably may not have taken place.

The MOP should also be seen in yet another context – that of an independent organization working to promote systemic school reform. Once referred to as "intermediaries," such groups have come to be recognized as "reform support organizations" – those that work with school systems to build capacity that will lead to sustainable improvement in many, if not all, schools in a system. Reform support organizations can take many forms – consulting firms, nonprofit organizations, university-based research groups, local education funds and other citizens groups are among the most recognizable. Regardless of what form they take, these organizations work primarily in one of two ways. Some seek to provide defined support to the system, through financial resources, innovative programs or targeted expertise. They are seen as working to "push" reform in a school system. Other reform support organizations seek to demand change. They monitor performance, import best practices from other places and try to introduce them to the school system and direct public attention to progress and shortcomings in the system. In these ways, they try to "pull" the system to change.

The MOP was conceived and operated as a demand or pull organization. It looked closely at how the system responded to the audit and issues that arose out of it, engaged the administration and the Board about the response, and made suggestions and recommendations about how the audit recommendations could best be implemented and reported on progress. As an organization that was created to demand change in the system as an alternative to more drastic remedies, the MOP was from the beginning confronted with obstacles. These included structural barriers and those that were specific to the communities in Prince George's County.

Structural constraints included the time limitations that are present when any group of citizen volunteers attempts to oversee implementation of recommendations from a management audit in a large system. Volunteers, who have demanding jobs, family responsibilities and other demands on their lives, have to carve out sufficient time to devote to the difficult enterprise of keeping up with a school system. Time limitations were compounded by constricted resources. Perhaps even more important than time and money was the limitation on the MOP's authority as mentioned earlier. Conceived as an advisory board, the MOP could not command compliance with its recommendations. In seeking to reform the system, it could only work indirectly, by advising the system and publicizing reactions taken to implement recommendations.

The environment in Prince George's County required more than persuasion and publicity. From the beginning, the MOP encountered serious resistance, although for different reasons, from the Board of Education and the school administration. Elements of the Board saw the MOP as rival and an incursion on its policy-making responsibilities. It responded at first by attempting to ignore the Panel and to cast aspersions on its role. In time, as the MOP persisted, the Board responded to its requests for meetings and information. Initially, the Panel was similarly dismissed by the administration, which attempted to continue to do business as it had done it before the audit and the appointment of the MOP. In some cases, this was an effort to ignore the Panel and its

implications for the system; in others, the system lacked the capacity to provide the information that the MOP required or to move in the direction suggested by the audit. In time, with a new Superintendent who inherited the Panel as opposed to perceiving it as imposed upon her, the administration eventually became more responsive to the MOP and indeed finally began to perceive the MOP as a partner in the reform effort. The Panel was seen as its members had characterized their role, as consultants who were "willing to roll up their sleeves" and provide their expertise to help the system address problems.

The effects of resistance, even as the new administration began to become a cooperative partner, were compounded over the last few years by deteriorating relations between the Board and the Superintendent. This conflict, which began with a series of skirmishes, evolved into the major public item of discussion of education in Prince George's County. The contentious relationship between the Board and the Superintendent eclipsed positive achievements being made within the school system and expanded the MOP's role and distracted it from concentrating on matters arising out of the audit.

In dealing with structural and contextual barriers and in securing more general support for its work, the MOP reached out for professional support. It engaged McGuireWoods Consulting to serve as its consultants. McGuireWoods Consulting created a team, led by Jim Dyke, himself a product of the Prince George's County school system as well as the former Secretary of Education in Virginia, and individuals with expertise in education, management, budget and finance, technology and education. (For a profile of the firm and the team, see Appendix B.) Early on, the consultants assisted the Panel in developing a set of principles that would guide its interactions with the Board, the administration and other stakeholders and govern its work (see MOP Principles in Appendix C). As the MOP's efforts evolved, the McGuire Woods team undertook research, gathered information, prepared analyses, advised on best practices, designed outreach strategies and generally supported the work of the Panel. Consultants also served as a buffer between the Panel and the system and a liaison between the Panel, the General Assembly and the State Superintendent.

The MOP's role and influence grew as its effectiveness was recognized by stakeholders in the system, the community and the State. The MOP's growing influence was many times personified by excellent leadership from its two Chairs, Artis Hampshire-Cowen and Dr. Beatrice Tignor.

From providing oversight, the Panel moved, at the request of other stakeholders, into other areas. These included:

Advising and assisting in identifying and engaging key personnel. The MOP
participated in the Board's selection of Dr. Iris Metts to replace Dr. Jerome Clark
as PGCPS Superintendent. It similarly provided input into the selection process
for other staff, including the Assistant Superintendent for Human Resources. The
Panel also reviewed and commented on other major personnel decisions made

by the system, in some instances ensuring that candidates' qualifications conformed to the demands of a specific job. The MOP especially played a pivotal role in helping the school system develop enhanced job descriptions for key administrative positions, especially the top technology official.

- Reviewing system policies beyond the scope of the MGT audit. The MOP cooperated with the Maryland State Department of Education in assessing PGCPS's updated Master Plan to determine if the plan embraced a systemic approach to education improvement in the system. It helped formulate the scope of and participated in a review of expense audits of the Superintendent and the Board of Education. It reviewed and reported on the status of schools that were placed under local reconstitution status. All these responsibilities were the direct result of legislative mandates from the General Assembly.
- Linking management improvements with reform of instruction. As part of its
  review of human resource policies and practices, the MOP advised the system
  on best practices for recruiting and retaining qualified instructional personnel. It
  analyzed and reported on the systemic involvement of principals and teachers in
  improving instruction in the system.
- Interacting with other stakeholders. The Maryland State Department of Education relied on the MOP to provide thorough and reliable reporting on developments in the County. As its work evolved it was asked to provide feedback on emerging issues (personnel, technology, instruction), aspects of which went beyond the audit. Of great significance has been its relationship with the Maryland General Assembly and the Prince George's County Delegation in the Assembly. The Assembly saw the Panel as a reliable source of facts and an accurate interpreter of conditions in PGCPS. The MOP was asked to investigate sensitive matters in the County and advise the Assembly on possible courses of action, including undertaking some sensitive issues concerning items such as personnel matters and Board expense accounts. Testimony by the MOP to the Assembly provided legislators with insight into progress (and lack thereof) in the system and fueled legislative determination about policy with respect to PGCPS.

The sections that follow enhance the foregoing discussion by providing an overview of the MOP's efforts in setting priorities and monitoring system progress in adopting these priorities in spite of the obstacles it had to confront. Beyond this, the report seeks to surface significant issues – and suggest approaches to resolving these questions that arise from the MOP's experience – that will confront the New Board of Education when it takes office on June 1, 2002.

## **Management Reform Priorities**

#### Setting Management Reform Priorities

The MGT of America audit of the school system's business practices and management procedures resulted in a lengthy report and over three hundred specific recommendations for actions to improve system efficiency and effectiveness, as well as identify ways to save money. The fourteen chapters of findings and recommendations addressed key areas of concern including human resources, technology, procurement, instruction and services, finance and budget.

The MOP quickly realized that, given the magnitude of the report, the school system needed to focus its implementation on those audit recommendations that would produce the most effective improvement in management operations and which held the most potential to redirect money to instructional needs.

It took several months after the MGT of America report was released for the school system and the MOP to analyze the report and to agree on a set of priority management reform recommendations. In January 1999 (Appendix D) the MOP adopted 106 priorities it believed to have a significant impact on reforming management practices in the school system. In October 1999 the new Metts administration, the Board of Education and the MOP agreed on a more focused and comprehensive set of forty priority recommendations for management reform (Appendix E). At the suggestion of Dr. Metts, the priority list combined the 106 priority MGT audit recommendations identified by the MOP plus several key issues and initiatives identified by the new administration to address other deficiencies and goals. Recommendations were grouped together to show how they were inter-related, demonstrating for the first time the school system's commitment to implement reform in a systemic manner. This was a significant and much-needed acknowledgement that any meaningful reform had to be systemic and comprehensive and not just "checking off items on a punch list".

Having finally agreed on a set of priority management reforms, the Panel and the school system turned to updating analysis on the costs and savings related to implementation. Clearly, the community and education advocates had developed certain expectations on savings based on aggressive targets set in the MGT of America audit report. Quickly, the school system and Panel realized that the MGT report over estimated the potential for net savings significantly when the report failed to include costs related to implementation of some recommendations — most notably those related to upgrading the technology infrastructure of the school system. The perception, however, that significant savings were easily attainable, led to far too much attention by the media on "What is the true savings number and why aren't we seeing it?" and not enough focus on the costs for implementing needed technology initiatives.

The Panel strongly believes it is important that there be a target figure for net savings achieved when management reform recommendations are implemented successfully.

The savings attributed to reform — and redirected to support classroom activities — serve as proof that follow-through on implementation has taken place. It is also important that there be a common target for net savings to be agreed to by the key players. After much review and discussion with the school system, the Panel accepted that net savings over a five-year period that could be achieved ranged from \$12 million to \$13 million. This is notably far smaller than the \$136 million in gross savings over five years initially identified by the MGT of America report. The chief cause of the reduction results from factoring in the costs related to implementing several recommendations and the realization that not all recommendations will be implemented.

#### <u>Charting Progress Towards Implementation of Management Reforms</u>

With an agreement on priorities for management and operational reform, the MOP turned its attention to charting and confirming progress towards implementation — its original and primary mission as assigned by the Maryland General Assembly. To that end, a system for charting and reporting system progress towards implementation on a quarterly basis was developed. This report includes details in several areas including:

- actions being taken by the school system;
- how initiatives are addressed in the annual budgets;
- deadlines for completion of tasks; and
- challenges that affect implementation.

Over time the MOP and the Board of Education realized that full implementation of many recommendations would not take place for three or more years. This had the effect of the MOP and the Board being unduly focused on small details rather than ensuring that significant and systemic policy was put in place. It was agreed that there should be an opportunity to acknowledge when significant policies, processes or technology have been put in place that if sustained would result in the successful implementation of management and operational reform. All parties agreed to create the designation of "Addressed" to reflect such circumstances. The MOP hoped this would push the school system towards systemically moving the forty management priorities towards implementation as quickly as possible. It was also hoped that a more targeted action plan would put the school system in a posture of focusing energy on integrating new efficiencies into day-to-day operations sooner and in a broader, more comprehensive manner.

Over time the MOP has been able to document significant progress towards moving the forty priorities towards an Addressed status. The MOP has received quarterly reports for the period December 31, 2000 to March 31, 2002. In that period the following progress has been achieved:

- The Panel agreed that twenty-nine priorities have been "Addressed." And the Panel has agreed to designate Phase I of Priority #18 on Human Resources as "Addressed".
- The Panel decided to hold for the New Board's consideration final decisions on two management priorities (# 10 and # 32).
- The Panel agreed to change one priority to secondary status (#36 regarding reducing bus lots).
- Seven priorities plus Phase II of Priority #18 remain to reach "Addressed" status. It will be noted that implementation of four (Priorities #18, #19, #27 and #33) are dependent on the installation of the upgraded HRIS/ERP system, which will hopefully be completed by November 2003.

Staff of the school system and the Board of Education worked closely with MOP staff to identify deadlines for bringing all remaining priorities to an "Addressed" status. At its April 3, 2002, meeting the Panel received this information and has incorporated it into our final summary on the status of the forty management priorities.

Charts summarizing the MOP decisions are attached to this report (Appendix F, Appendix G and Appendix H).

#### What's Next on Implementation

The MOP offers the following comments and recommendations to the New Board related to pursuit of systemic management reforms in the Prince George's County school system:

#### 1. Need for Continued Monitoring.

Management reform priorities have been Addressed — this is not the same as completed. There is significant oversight and monitoring still to come for most of the initiatives. For example, while performance based review criteria have been accepted into all employee negotiated contracts, there is not yet consistent application of 360 degree evaluation procedures and tools nor is it likely that fully funded performance based salary stipends are included in the FY 03 budget. True implementation of any reform will not take place until the new policies and procedures are ingrained in the day to day operations of the school system. Constant monitoring by the New Board will be necessary to insure that changes are institutionalized and become key factors in maintaining the momentum achieved so far and achieving some finality to implementation of the MGT Audit Recommendations.

#### 2. Recruitment and Retention.

The recruitment and retention of highly skilled staff at all levels continues to be a challenge for the Prince George's County school system. The Human Resources department must use a variety of tools to meet the challenge of finding staff in this region's highly competitive job market. Critical issues still not fully addressed include consistent, effective professional development (particularly for instructional personnel), a competitive salary and benefit structure, reducing the percentage of teachers with provisional certificates and implementing policies in a consistent manner. Full implementation of a new information technology infrastructure provides an excellent opportunity to build a state-of-the-art personnel office.

#### 3. Technology.

The MGT of America audit and the Metts administration both pointed out the strong relationship between upgrading the school system's technology infrastructure and achieving successful implementation of management reforms. The school system is a billion-dollar enterprise that can achieve significant efficiencies through strategic use of information technology. The multi-year technology initiative known as the Summit Project has barely begun with the installation of an Oracle based system for HRIS and ERP processes. The MOP continues to have concerns about the school system's ability to dedicate sufficient staff and financial resources to sustain implementation of the technology. Clear identification of goals and benefits to be achieved with technology and maintaining a sustained effort to meet the targets will always be a challenge and should be high on the list of items to be monitored by the New Board.

#### 4. Management Rules.

Underlying the school system's ability to accomplish significant improvement in student achievement and management reform is the ability of the policy making body — the Board of Education — to work professionally and cooperatively with the administrative and operations leader — the Superintendent or Chief Executive Officer. This ability is only enhanced with individual Board members who are able to work together toward common goals and are motivated to reach consensus even on those issues on which they may disagree. The Prince George's County school system has had too little of this level of professionalism and cooperation in the past, keeping its leadership from addressing the many significant challenges and decisions that must be resolved. Indeed, the lead MGT Audit Recommendation that was fundamental to accomplishing the remaining recommendations was the need to work toward and achieve a cooperative and respectful working relationship between the Board and the system's Chief Executive Officer. No task is more important to achieving the

maximum benefits of systemic reform that leads to enhanced student achievement.

## Observations on Unresolved Major Policy Matters and Initiatives

Upon the June 1, 2002, transfer of power for the school system, there will immediately be a number of significant policy decisions to be made by the New Board of Education. The New Board and the soon to be established Parent and Community Advisory Committee will also face a number of issues of great interest to the community at large. Some of these issues have been under discussion for several months.

The MOP has had an opportunity to consider many of these matters and shares the following observations for the New Board's consideration.

#### **Magnet Schools Policy**

While the magnet school policy is not a distinct priority issue requiring direct review by the MOP, the complex choices and conflicting goals have connections with and ramifications upon the overall reform effort and thus are typical of the challenges which the New Board and the school system will have to address almost immediately as they make decisions about the Master Plan, the Memorandum of Understanding and the MGT Audit Report.

Restructuring of the school system's magnet school policy affects and is affected by a number of sometimes contradictory goals and policy proposals. Used correctly, magnet programs can be an effective tool for offering unique learning experiences within a school system. Successful programs exist in Prince George's County and the community is understandably eager to expand opportunities for students to participate in these initiatives. In short, there are any number of legitimate instruction-based reasons for maintaining or expanding successful magnet programs in the county.

Prince George's County, however, has two additional factors that will impact magnet school policy in the county. The first is that the 1998 Memorandum of Understanding that ended mandatory busing in the Prince George's County School system requires that magnet schools be maintained to both provide unique learning experiences and to create more diverse environments for the student population. Evaluations of magnet programs at every level and development of an updated policy were to be the result of this legal requirement. While the evaluation was completed in 2001, a new policy has not yet been adopted. It is the MOP's understanding that the Prince George's County chapter of the NAACP is quite concerned about the delay in this matter. Clearly, the New Board would be well-served to reach out to the NAACP and others, including Dr. Metts, to invite fully their views as the New Board develops its action plan.

Complicating the school system's ability to conform to the requirement to adopt a new magnet program policy is the additional legal requirement to return to a community or neighborhood school system. The Memorandum of Understanding also underpins an

aggressive school construction schedule that is adding and renovating schools that will allow students to attend class in their home communities. Space concerns are exacerbated by the laudable goal of decreasing class size, which then requires even more classroom space.

It does not appear that there is sufficient school instruction space even at full build out of the current capital plan to accomplish fully all three goals. And no decision has been made on which goal should take precedence. The New Board may want to use the Parent and Community Advisory Committee initially to finally reconcile conflicting goals of magnet programs, reduction in class size and return to neighborhood schools and help the New Board prepare this issue for a definitive decision. The Advisory Committee could serve as a focus point for reconciling all parties to the Memorandum of Understanding with other interested parties. Achieving broad community consensus on this matter is a fundamental requirement for its success.

#### **FY 03 Budget Reconciliation**

One of the first decisions the New Board of Education may have to make is to approve a budget for the FY 2003 fiscal year. The recent departure of the system's chief budget official makes the process even more challenging since Dr. Ken Brown had a firm handle on the budget details, an expertise that will be missed if there is any effort on the part of the New Board to make significant changes.

Bringing balance and focus to the budget process has been a continuing concern of the MOP. The MOP has a long-standing interest in the process for development and approval of annual budgets for the school system. Early in its discussions with school leadership, the MOP urged the system to adopt a zero-based budgeting structure that required every program and service to be evaluated annually for its effectiveness in supporting student achievement and teaching, the primary mission of the school system.

The MOP commended the current school leadership for finally implementing a zero-based budget process in 1999. However, we must note that the school system's ability to adequately develop easy to understand reports and variations on those reports has been hampered by antiquated technology. The MOP thinks that the new ERP/HRIS system will greatly enhance school system leadership's ability to perform more comprehensive fiscal analysis when developing the FY 2004 budget.

The MOP has advocated for budgets that focus consistent spending on those priority management and operational reforms that will do the most to improve student achievement and the teaching environment. Those programs are characterized by how they:

 Improve teacher recruitment, certification and retention and consideration of competitive benchmarked salary and compensation packages and incentive programs for administrators and teachers premised on specific goals including student achievement and management improvements;

- Support professional development, especially for teachers and administrators;
- Develop and implement a comprehensive multi-year technology plan based on a current needs assessment and expected goals to be achieved;
- Complete re-organization of the Human Resources Division with a specific work plan;
- Focus classroom resources on curriculum development, streamlining special programs, reduced class size and improved teaching; and,
- Are the result of regular and comprehensive assessment of all programs and services to determine their value in improving student achievement and management accountability coupled with performance review.

Despite the new and much needed state education funding provided through the actions of the 2002 Maryland General Assembly, in general the Prince George's County school system will never have enough money to implement every program it thinks might make the system more effective and productive. Tough choices will still have to be made and differences of opinions among Board members and between the Board and the administrative staff will have to be resolved in a professional manner. The budget reconciliation process will be greatly enhanced if the Board members and administrative team can agree early in the process on a vision for the school system and the principles that will guide annual funding. We urge the New Board and Chief Executive Officer to commit to such an approach.

#### **Technology Implementation**

Successful implementation of new information technology infrastructure in the Prince George's County school system is a critical step towards comprehensive management reform and achieving targeted goals for efficiencies. The MOP and its individual members have spent significant time working with the school system to help bring some order and focus to the various technology initiatives underway.

As background it should be noted that the MOP reviewed the findings and recommendations on technology contained in the MGT of America audit report. It was clear from this information that the school system would need very substantial investments in its technology infrastructure before meaningful management and operational reforms could be successfully completed. But the MOP also has doubts about the school system's ability to manage a significant program of technology implementation. Under ideal conditions implementing complex information technology infrastructure contains significant risks:

- Unexpected costs;
- Possible negative effects on student achievement;
- Possible distraction from school system goals;
- Legal, ethical and security issues; and
- Resistance to change.

Ideal conditions do not exist for full implementation of the needed technology changes. The two most troubling factors are the lack of a Chief Information Officer (CIO) and the lack of sufficient staff to oversee the current installation of the new ERP/HRIS system. The CIO position has been vacant since August 2000. During that time the school system has:

- Entered into a contract for implementation of the ERP/HRIS system;
- Conducted a technology assessment;
- Developed a work program for installation of the ERP/HRIS system; and
- Continued to fine-tune a multi-year plan for implementation of new information technology systems to support efficiency in management activities and instructional services.

The MOP calls on the New Board and the new Chief Executive Officer to move quickly to bring the current search process for a new CIO to closure as soon as possible. The school system needs a highly qualified individual with significant executive level experience in operations and decision-making connected with a CIO position in a large organization. Past experience of the person selected for this critical position should include staff training and recruitment for IT related duties — this is a significant trouble spot for the Prince George's County school system.

The MOP identifies the following specific areas of concern about the current installation process of the ERP/HRIS system by Oracle and the school system, concerns which we urge the New Board to focus upon immediately, perhaps via a Board Committee on Technology:

- Staffing and training;
- Shortened implementation schedule;
- Full integration into management activities;

- Employee buy-in of required process changes; and
- Consistent funding flow.

Significant planning for upgrading the school system's information technology infrastructure is largely in place. The MOP's concern centers around the system's ability to staff and fund such an ambitious program so as to fully gain the projected efficiencies and improvements. To insure this area is fully incorporated into the reform effort will require intense Board oversight.

#### **Master Plans and Best Practices**

During its tenure, the MOP has seen the school system adopt two Master Plans. The first Master Plan was adopted January 1999 by the administration of former Superintendent Jerome Clarke and outlined a comprehensive plan of action to address student achievement for the years 1998-2002. The Master Plan was developed at the request of and in cooperation with the Maryland State Department of Education (MSDE). The 1999 plan was one of the first documents reviewed by the MOP in its development of a work program. At that time the MOP noted concerns that initiatives outlined in the Master Plan were not developed with the participation of the rank and file school system staff. Nor was there an implementation plan identified at that time. An additional concern to the MOP was the complete lack of coordination between the Master Plan and implementation of the MGT of America management reform recommendations. At that time the school system resisted efforts to develop a systemic response to management reform recommendations or a system action plan to implement the Master Plan.

This situation was partially addressed in October 1999 with a new school leadership team and the adoption of the forty management priority recommendations. As noted earlier, the forty management priorities combined the most important elements of the MGT of America audit recommendations with related Master Plan elements and with specific observations by the new Superintendent, Dr. Metts. Finally there was a systemic effort to bring these initiatives into the day to day operations of the school system.

At the direction of the 2001 Maryland General Assembly, the school system was required to revise the 1998-2002 Master Plan and the MOP was directed to review and comment on the draft revisions prior to action by MSDE. The second Master Plan covers 2001-2005 and is an even more detailed systemic coordination of initiatives based on the MGT of America audit, the Memorandum of Understanding and new initiatives identified as capable of improving student achievement. The revised Master Plan was reviewed by MSDE and adopted by the school system in January 2002.

While the MOP found the 2002 Master Plan to be an improvement on the 1999 version - greater school system and community involvement in the development process for

example – the MOP continues to be concerned about follow through and ongoing assessment capability and commitment in key areas. For example, while many of the goals, objectives and strategies are nearly identical between the 1999 and the 2002 Master Plans, the school system has not articulated why a task or objective has remained the same or been changed. What happened in the time between plans and what assessment criteria were used to continue, amend or add new initiatives? In terms of implementation of the 2002 Master Plan or in updating the Master Plan, the MOP makes the following recommendations to the New Board:

- There should be extensive evaluation of prior activities to determine what works, what can be put on the sideline and what new initiatives to add. What lessons can be learned from implementation of the previous plan?
- There should be emphasis towards systemic approaches to teaching and learning and not a reliance on discrete programs. The specific programs are not as important as setting out a comprehensive and systemic framework to improve student achievement and teaching. This will allow the schools system to maintain philosophies while taking advantage of specific best practices.
- Increase the degree of comprehensive evaluation for all programs and initiatives.
   One of the major deficiencies in the implementation of the 1999 Master Plan was in the area of evaluating programs. The school system traditionally has had an aversion to evaluations and closing down ineffective programs. Strategies that do not work are never closed down.
- There should be a relatively small amount of process in a Master Plan. Too often goals are identified and the implementation steps are dominated by process instead of action.

## **Conclusion: Saving a System**

The MOP played a unique role in promoting education reform and preserving local control over education. The MOP's work in several respects can be regarded as a narrative about a group of private citizens who were asked to take on a difficult, frustrating and mostly thankless task of protecting the public investment in public schools. The Panel has consistently fought to restore and preserve the integrity of our school system.

The Panel functioned primarily in three ways: insisting on accountability, encouraging debate and discussion on education in the County and serving as an honest broker among stakeholders who often were at odds with one another.

To foster accountability, the Panel helped set standards for system performance. It demanded accurate, complete and timely data from the school system and was

persistent about pursuing information when it was not forthcoming or when it was incomplete or inaccurate. It was able to interpret data and raise questions and provide insights based on its interpretations. These analyses were accepted – not always willingly – by the school system and used by other stakeholders, including the Maryland State Department of Education, the General Assembly and the County Council in measuring the school system's performance. Periodic reports by the MOP similarly informed interested parties about indicators of school system performance in complying with the MGT audit.

The MOP's ongoing work enabled citizens of the county to consider – in an informed way – what kind of school system they wanted. Discussions by the Panel embraced such issues as professional development for teachers, magnet schools, discipline policy and practices, special education, desegregation, curriculum, performance assessment and promotion policies, and technology. Decisions in these areas would, in the aggregate, determine the future of PGCPS. The Panel sought periodically to conduct its meetings at various school venues in the County and to have public hearings to receive citizen input. This enabled citizens from throughout Prince George's County to attend and have input at meetings. The existence of the Panel was calculated and operated in a manner to provide voice to individuals who were concerned about education.

Despite initial resistance in some quarters to the MOP's creation and its determination to pursue its mandated responsibilities, the Panel was able to provide leadership in a school system where the relationship between the Board of Education and the Superintendent was marked by acrimony. The MOP was able to do so because it was recognized as an honest and respected intermediary between the school system and the General Assembly, between the school system and the State Department of Education and between the Board of Education and the Superintendent. As its work progressed, the MOP became recognized for its devotion for reform. Many of those who had opposed the MOP because they saw it as a threat to the system's autonomy now lamented that the Panel did not have the authority to ensure that the advice it gave and the suggestions it made became policy.

Beyond its specific work in Prince George's County, the experience of the MOP speaks to the role of an independent citizen's group in fostering systemic education reform. It is clear that there are limitations on the capacity of such a group to engender widespread, sustainable change. However, the Panel constituted a significant avenue for public oversight and critical review.

The MOP's experience demonstrates that knowledge, commitment and persistence, if applied with a devotion to improvement and reform, can make a positive difference in the governance and management of school systems. When it was created, the MOP stood for accountability in a school system that had for many years attempted to avoid it. As the Panel's efforts to provide accurate and meaningful information took effect, other stakeholders began to align with the Panel. Despite uneven progress and significant dysfunction in the relationship between the Board and the Superintendent

culminating in legislative intervention to change the governance of the school system, local control has been preserved and a heightened attention to system performance and accountability has been fostered.

Citizen demand for better-run schools has been an important element in this transformation and the MOP may be seen to embody an organized effort of citizen support for reform. At a time when many urban school systems confront issues of governance, management, student performance and accountability that are similar to those in Prince George's County, the lessons learned from the MOP's work should resonate strongly within and beyond the system.

At the outset, the Management Oversight Panel stated that its primary goal was to promote systemic change which would result in management efficiencies leading to a redirection of resources for the improvement of the learning environment for the children of Prince George's County. The MOP would hope that this will remain a primary goal as the school system embarks on its new beginning.

# **APPENDICES**

## **APPENDIX A**

**Profiles of Members of the Management Oversight Panel** 

# LINDA W. BOTTS (July 1998 – May 2000)

Linda W. Botts serves as President of ASHLIN Management Group, Inc., a county based management consulting firm specializing in health and human services. Ms. Botts has over 20 years of diverse experience in the development and management of health and human systems. For Prince George's County government, Ms. Botts served as Deputy Chief Administrative Officer for the County Executive, Executive Director of the Office of Child Support Enforcement and Director of the Community Services Division, Department of Aging.

#### ANA JO DOWNS (January 2002 – June 2002)

Ana Jo Downs is employed by the Montgomery County Public Schools as English Speaker of other Languages (ESOL) Parent Specialist, Wheaton Cluster. Although Ana Jo Downs has been very active in assisting the implementation of the new ESOL curriculum and testing program, she has many other achievements including membership in the National Conference of Puerto Rican Woman and is the recipient of a Fellowship from the National Endowment of the Humanities. She is also the co-founding of the Minority Organ and Tissue Transplant Education Program and producer and host of the Platicas Latinas radio program in greater Washington.

# ARTIS G. HAMPSHIRE-COWAN, Esq., CHAIR (July 1998 – September 2001)

As Secretary of the University and the Board of Trustees at Howard University, Ms. Hampshire-Cowan serves as corporate secretary of the University; manages the affairs of Howard's Board of Trustees; plans and manages all official functions of the University, including Opening Convocation, Charter Day, Commencement, etc.; and serves as Chief of Protocol. In her dual role as Vice President for Human Resource Management, she provides executive oversight of human resource management for a workforce of over 5,000.

Ms. Hampshire-Cowan is a sought-after speaker and trainer. Her training specialties include organizational development, leadership, managing change, diversity, board development, and strategic deployment. She has provided training for boards of directors and executive management in higher education, business, government, and nonprofit community-based organizations, including the National Association of Women Business Owners, Executive Business Women, the National Master of Business Administration Association, the Junior League of Washington, the Urban League, the D.C. Chamber of Commerce, and the United States Office of Personnel Management. She is a graduate of the Stephen Covey Leadership Center and is a certified trainer for the Seven Habits of Highly Effective People, Principle Centered Leadership, and First Things First.

#### Dr. MARIA J. HANKERSON (February 2001 - December 2001)

Maria J. Hankerson, Ph.D. is President and Chief Executive Officer of Systems Assessment & Research, Inc. Systems Assessment & Research has three major corporate divisions consisting of Healthcare Management services; Information Technology; and Social Research and Evaluation services. Systems Assessment & Research, Inc. is located in Prince George's County with operations in the Commonwealth of Virginia, District of Columbia, and the States of Massachusetts, Kansas and Maryland.

In 1999, Entrepreneur Magazine and Dunn and Bradstreet awarded her firm as one of "Ten Best Woman-Owned Firms in America." In 1999, Dr. Hankerson was a finalist for "Entrepreneur of the Year," representing the State of Maryland in the Ernst & Young business award. She was featured in the Business Sections of the Washington Post and the Washington Times in March and February 1999 respectively.

#### Dr. RICHARD H. HERMAN (July 1998 – September 1998)

Richard Herman has been Dean of the College of Computer, Mathematical, and Physical Sciences at the University of Maryland, College Park (UM) since 1990, having received his Ph.D. in Mathematics from University of Maryland, as well. From 1991 to 1997, he was Chair of the Joint Policy Board for Mathematics, a joint venture established by the American Mathematical Society; the Mathematical Association of America, and the Society for Industrial and Applied Mathematics to articulate and advocate policy concerning the mathematical sciences and the field's ability to contribute to the nation. From 1993 to 1997, he also served as Chair of the Mathematics and Physical Sciences Advisory Board of the National Science Foundation. Before joining the University of Maryland, he had been on the faculty at the University of California at Los Angeles (1968-1972) and at The Pennsylvania State University (1972-1990), where he has Chair of the Mathematics Department from 1986-1990. His research contributions are in the areas of mathematical physics and operator algebras.

#### Dr. FRANCINE HULTGREN (July 1998 – June 2002)

Dr. Francine Hultgren is a Professor of Curriculum in the Department of Education Policy, Planning and Administration at the University of Maryland - College Park. She has served as the director of a statewide curriculum project working with teachers in the schools to improve the teaching of critical thinking. Ms. Hultgren has been the recipient of the University of Maryland Presidential Award for Outstanding Service to the Schools in Maryland and was recognized by the Prince George's Chamber of Commerce Outstanding Higher Education Representative Award for Outstanding Service to the Schools in Prince George's County.

#### **APPENDIX A**

#### DELMAS MAXWELL JOHNSON (July 1998 – December 2000)

Delmas Maxwell Johnson is employed at the National Highway Traffic Administration and is a federal employee with more than 26 years experience. Ms. Johnson is a member of Prince George's ARC Education Committee. She was a participant in 1996 as a member of the President's Commission on Mental Retardation Next Generation Leadership Conference Advisory Committee. Delmas has experience in management, program analysis and evaluation, technical course development & training. Ms. Johnson is a native Washingtonian and presently resides in Prince George's County. She is married to Raleigh C. Johnson and has one son who attends Margaret Brent School in Prince George's County. She serves as Vice President of the Margaret Brent PTA.

#### W. ASTOR KIRK (January 2001 – June 2002)

W. Astor Kirk has B.A. and M.A. degrees from Howard University and a Ph.D. from the University of Texas. He also has done postgraduate studies at the London School of Economics and Political Science in London, England. He served as a Regional Director of the U.S. Office of Economic Opportunity (later renamed Community Services Administration). He is an adjunct Associate Professor of Organization Theory in the Graduate School of Management and Technology at the University of Maryland; and he has taught at Rutgers University (Camden Campus), Boston University (School of Theology), Howard University, and Huston-Tillotson College.

Head of OMS Corporation, an organization development consulting firm, W. Astor Kirk's consulting assignments include serving as Interim Chief Executive Officer of (1) the General Board of Church and Society of the United Methodist Church; (2) the Family Crisis Center of Prince George's County, Maryland; (3) the Hotline and Suicide Prevention Center of Prince George's County; (4) Masthope Mountain Resorts, Inc., a private for-profit resort development firm in the Pennsylvania Pocono's; and (5) currently, Maryland Corporation for Enterprise Development. He is the immediate past Chairman of the Board of Directors of the Prince George's Workforce Services Corporation (formerly Private Industry Council).

He is the author of Nonprofit Organization Governance and has written several monographs and articles. His forthcoming book is entitled <u>Governing Board Members: Roles in Nongovernmental Public-Serving Organizations</u>.

#### DOUGLAS J.J. PETERS (July 1998 - June 2002)

Douglas J.J. Peters serves as President and Chief Operating Officer of Professional Records, Inc. PRSI is a commercial records center located in Prince George's County that serves over 600 companies and employs 60 personnel. Doug has a B.S. from the University of Maryland, and M.B.A. from the University of Baltimore and is a Certified Records Manager (CRM). He is also a Captain in the United States Army Reserve who served in Operation Desert Storm and was awarded the Bronze Star Medal. In addition, Doug has also served as Chairman of the Vesta Foundation, Commander of the Bowie VFW Post 8065 and the Bowie American Legion Post 66, Chairman of the Bowie Information Technology Committee and has been Treasurer of the Prince George's Chamber of Commerce and President of the Prince George's County Board of Trade.

# NATHANAEL POLLARD, JR., Ph.D. (July 1998 – December 1998)

Dr. Nathanael Pollard, Jr., was the seventh President of Bowie State University, the oldest historically black university in Maryland and one of the oldest in the Nation. Prior to this appointment, he served as Provost and later as Interim President, at Virginia State University in Petersburg, Virginia.

## DARLENE WRIGHT POWELL (January 2002 – June 2002)

Darlene Wright Powell is an attorney engaged in the private practice of law in Prince George's County, MD. Ms. Powell received a Gubernatorial appointment by Governor William Donald Schaefer as a Member of the Board of Trustees of the Maryland Public Defender System. As a graduate of Cornell University she is actively involved working with the University to expand its recruitment efforts in Prince George's County. During the late 1990's Ms. Powell was Chairperson and Advisor to the Board of Directors of the Mission of Love, Inc. Ms. Powell is a mother of two children enrolled in the Prince George's County Public School System.

#### **APPENDIX A**

#### WILLIAM MCKAY SHIPP (July 1998 – June 2002)

Bill Shipp is a lifelong resident of the Washington metropolitan area. As a member of one of the original families of Reston, Virginia, Bill was sensitized to the land-planning process early in life. He later attended the George Washington University where he majored in Urban Affairs with an emphasis on the local political process. After obtaining his Juris Doctor degree from The National Law Center in 1985, Bill joined the Prince George's County law firm of Fossett & Brugger, Chartered where he is now a principal in the firm. Bill is a member of the Prince George's County Historical Society. He is also actively involved, individually and as a representative of the Suburban Maryland Homebuilders Industry, in the efforts to provide affordable housing throughout Prince George's County. He presently represents the Interfaith Action Community on a pro bono basis in its efforts to bring the first Nehemiah Housing Community to the County.

#### DEAN SIRJUE, MBA, CIA, CGFM (January 2002 – June 2002)

Dean Sirjue is currently the Assistant Dean for Administration at the Howard University School of Business. He also serves as an Adjunct Finance instructor in the Finance Department of the School of Business. During his career, he has held numerous accounting related positions. Mr. Sirjue is also certified as a Total Quality Management Facilitator and has been actively involved in employee training. Mr. Dean Sirjue is originally from Trindad and has been a resident of Prince George's County since 1985 where he currently resides with his wife and three children.

#### JAN STOCKLINSKI (December 1999 - December 2001)

Jan Stocklinski retired from the Prince George's County Public School System on March 1, 1998 (having served children for 31 years) as Director of the Comer School Development, Milliken II Schools and Special Programs. She was one of the original national SDP facilitators and while working with her staff saw the Prince George's County program grow from 10 schools in 1985 to over 80 in 1998 and from a staff of one to a staff of 16. She has received much recognition and is most proud of two awards, "Outstanding Educator for Prince George's County Public Schools" and "Woman of Achievement in Prince George's County History".

#### **APPENDIX A**

#### BEATRICE P. TIGNOR, Ed.D, CHAIR (September 1999 – June 2002)

Dr. Beatrice P. Tignor, currently the Director of the Montgomery County Office of Procurement, is a graduate of George Washington University, has worked as an elementary classroom teacher, a professor in higher education, and served as Senator in the Maryland General Assembly. Bea Tignor's commitment to her profession and her community has earned her many service awards. To name a few, they are Educator of the Year, Volunteer of the Year, Presidential Award, Prince Georgian of the Year, Soroptimist Award, and most recently the Seagram's National Award for Meritorious Service. Her community service includes: Democratic National Committeewomen, Board Member of the Association of Retarded Citizen's, American Red Cross, Samaritan's, and the Benjamin Mays Research Center.

# Dr. JOSE MANUEL TORRES (July 1998 – August 2000)

Dr. Jose Manuel Torres was the Chief, Student Services Branch, Education Division at the Department of Defense Education Activity. The Branch exists to ensure that all students achieve at a maximum level. Mr. Torres is bilingual in Spanish and English and is a native of Puerto Rico. He received his bachelor and master's degree from the University of Maryland at College Park (UMCP). He recently received his Doctorate in education, policy, administration and planning. Jose lived in Prince George's County for over 20 years before his transfer to California to serve as superintendent of the San Ysidro School System. He has been president of a parent-teacher organization and has served on the Committee of 100. Jose has two children who attended the University Park Elementary School.

#### DIANA HAINES WALTON (January 2002- June 2002)

Diana Haines Walton holds the position of the Supervisory Attorney Advisor/Deputy Director for Strategic Planning, Legislation and Judicial Review for the Human Services Section of Metropolitan Police Department of Washington, DC. She is a member of the District of Columbia, Maryland, and the National Bar Associations and serves on the Board of Directors for the East of the River Community Development Corporation (ERCDC). Additionally, she is a member of the Executive Board of the Mellwood Elementary School PTA where she serves as Chair for the Ways and Means Committee. Ms. Walton, her husband David and their son reside in Upper Marlboro, MD

## **APPENDIX B**

# Profile of the McGuireWoods Consulting Team

#### **APPENDIX B**

# Profile of the McGuireWoods Consulting LLC Team to the Prince George's County Public Schools Management Oversight Panel

The McGuireWoods Consulting Team (MWC Team) for the Management Oversight Panel undertook research, gathered information, prepared analyses, advised on best practices, designed outreach strategies and generally supported the work of the Panel. Members of the MWC Team also served as a liaison between the Panel and the school system and between the Panel, the Maryland General Assembly and the State Superintendent.

McGuireWoods Consulting LLC (MWC) is a full service public affairs and strategic communications consulting firm that specializes in crafting integrated solutions for its public and private sector clients. Along with its parent company, the law firm McGuireWoods LLP and the rest of the MWC Team, McGuireWoods Consulting offered a broad range of expertise in education policy, management reform and fiscal analysis that the Panel could use in monitoring and reporting on the status of implementing major reforms to improve the support system for student achievement.

Members of the MWC Team for the Management Oversight Panel were:

The Honorable James W. Dyke, Jr. served as project leader. Mr. Dyke was appointed by Governor L. Douglas Wilder to be Secretary of Education for the Commonwealth of Virginia where he led efforts to improve student performance, reform and restructure educational systems, enhance professional development and certification among teachers and administrators and build a consensus for change. Mr. Dyke is a partner in the Tysons, Virginia office of McGuireWoods LLP. Along with Mr. Kronley, Mr. Dyke has led national studies and programs dedicated to ensuring that public school students receive the proper foundation to prepare for college and beyond.

Robert Kronley is a principal in Kronley & Associates of Atlanta, GA. He worked with Mr. Dyke on the Southern Education Foundation's study of efforts by nineteen states (including Maryland) to address the needs of minority students related to their legal obligations as mandated by the United States Supreme Court in the <u>Fordice</u> case to desegregate higher education systems. Mr. Kronley has also served as a consultant for numerous foundations, nonprofit organizations and corporations on education, public policy, program development and strategic planning. His previous clients have included Bell South, Center for Learning and Competitiveness and the Public Education Fund Network.

Tracy M. Baynard is a director with McGuireWoods Consulting LLC where she provides a variety of government relations services to clients in the greater Washington metropolitan area and the Commonwealth of Virginia. Prior to joining McGuireWoods, Ms. Baynard worked at the Greater Washington Board of Trade for over twelve years where she directed several activities including legislative relations, strategic planning, workforce development, transportation and policy development.

Stephanie Clark and Genevieve Gilinger of KPMG LLP provided a variety of fiscal analyses and management restructuring review and research for the MWC Team. Their duties also included serving as liaison with finance and budget staff of the Prince George's County Public School System. Both were active in the KPMG Education Group that had worked with McGuireWoods in conducting studies of public school central administrations in Wake County, Richmond and Newport News, Virginia and Chicago, Illinois. In Chicago, the study primarily focused on how to provide better classroom and professional development support to teachers from the central office level and to enhance teacher recruitment and certification.

# **APPENDIX C**

Principles Adopted by the Management Oversight Panel

# Principles for the Prince George's County Public Schools Management Oversight Panel

The Management Oversight Panel consists of nine citizens – businesspersons, educators, and parents of students in the Prince George's County Public Schools. We have been appointed – by the Governor, the County Executive and the Chairman of the Prince George's County Board of Education – to advise on the implementation of recommendations from recent management and financial audits of the Prince George's County Public Schools System.

We are individuals with diverse backgrounds, experiences and convictions. We are united though in our understanding that effective public education is crucial for the success of our children, the quality of life for our community and the vitality of our civic institutions. We are committed to working together and with others in the County and throughout Maryland to build an educational system that is focused on student achievement and well-being, that is efficiently managed, and that is acclaimed as a model for others. The performance and financial audits, along with the Memorandum of Understanding, the School Accountability Funding for Excellence (SAFE) and the Master Plan, provides a real chance for Prince George's County to put in place the comprehensive changes that this transformed system requires.

During the next four years, as we work to build such a system, certain core values and principles will guide our efforts and our relationships with others and will be reflected in all that we do. We believe that:

- 1. Our efforts must be dedicated above all else, to monitor and report effectively on the Board of Education's implementation of recommendations of the performance and financial audits of the Prince George's County School System.
  - A. Residents of the county students, their families, teachers, administrators, businesspeople and all interested citizens must see improved learning as the most important outcome of the performance audit and all other efforts at educational change in Prince George's County.
  - B. Any new policies or practices that arise out of the audit recommendations must be evaluated by their impacts on student learning.
  - C. Improvements in learning and teaching should be judged by both quantitative (test scores, attendance records, graduation rates) and qualitative (student well-being, family and community confidence, teacher satisfaction and retention) measures.

- 2. Responsibility and accountability for implementing the audit recommendations rests exclusively with the Board of Education (the Board) and its professional staff. We will support their efforts by:
  - A. Identifying and suggesting those items in the audit that should be given priority in the implementation process.
  - B. Making recommendations to the Board and Superintendent on best educational, financial and management practices those that are research-based, have been employed successfully elsewhere, and have the potential to work in Prince George's County.
  - C. Developing an accountability process to gauge how the Board is progressing towards its goals.
  - D. Providing independent monitoring assessment of Board efforts to implement the results of the performance and financial audits including as those recommendations are impacted by the goals and actions associated with other documents such as SAFE, MOU and the Master Plan. Meeting these goals requires full MOP involvement in and knowledge of Board of Education activity in areas covered by the audit recommendations.
  - E. Monitoring whether implementation is reflected in school system plans and budgets.
  - F. Communicating our findings to all interested individuals and groups.
  - G. Advocating in support of proposed Board action and noting our differences when appropriate and necessary.
- 3. Effective monitoring of the results of the performance and financial audits requires the active involvement and support of the community. To foster public engagement we will:
  - A. Hold regular, open meetings.
  - B. Meet regularly with all interested citizens parents, advocacy groups, businesspersons and other constituencies in forums, discussions, and focus groups.
  - C. Communicate through broadcast and print media.
  - D. Use electronic communications to foster continuous access to our work.
  - E. Report regularly on our findings to the public and make these reports accessible to all citizens.
- 4. Collaboration with the Prince George's County Board of Education and other governmental entities is essential to successful implementation of management reform. To foster and maintain effective collaboration we will:

- A. Define and make clear our needs and expectations for data and other information and materials. Our expectations include, but are not limited to:
  - 1. Timely receipt of written responses and other materials.
  - 2. Regular briefings and presentations at Panel meetings by the Superintendent and key staff on matters relating to the audits.
  - 3. Advance notice of, and prior consultation about, any personnel or contract matter relating to the audits.
- B. Have frequent discussions with the Board of Education and its individual members, the Superintendent and staff about matters relating to the audits.
- C. Brief other agencies, including the Governor's office and the Legislature, the County Executive and the County Council regularly.
- D. Work to resolve questions and concerns in a cooperative and timely manner but always remain true to our mandate to be fully involved in the decision-making process.
- E. Issue periodic reports to all interested agencies on our findings, recommendations, and the reasons for them.
- 5. Implementation of priority items in the audit report provides a powerful opportunity to improve public education in Prince George's County and to draw favorable attention to systemic, collaborative and focused efforts to improve student learning.

## **APPENDIX D**

Selected Priority Recommendations from the MGT of America Management Audit Report as Adopted by the Management Oversight Panel

## Prince George's County Public Schools Management Oversight Panel

## Criteria for Selecting Audit Priorities Adopted January 13, 1999

The Management Oversight Panel believes priorities from the MGT of America audit should be identified based on the following criteria:

Ш	They promote comprehensive reform in Prince George's County Public Schools.
Ω	They are directly tied to systemic improvements in teaching, learning and management improvements.
Ш	They promote enhanced parental and community involvement in and public support of the system and its schools.
മ	They promote evaluation and accountability.
Ш	They are sensitive to costs and the need to invest resources wisely.
	They conform to and support the priorities of other stakeholders in the system's schools.
Ш	They can begin to be implemented now.

	MGT Recommendations	Rationale
Section 4 System	n Organization and Management	
4.1 Board and		
Governance Issue	~	
	4-1: Use mediation and training sessions to restore the level of trust and understanding between the Superintendent and the Board of Education, and among Board members.	
	4-3: Evaluate all resolutions and decisions of the Board of Education to determine the educational impact of each decision and its relationship to the mission and goals of the Board and the school system.	Linking board decisions to educational impact and clearly defined mission is at core of the reasons for the audit and need for systemic change.
4.3 Systems Management		
	4-9: Create an Executive Cabinet consisting of the Superintendent, Deputy Superintendent, CDAs, and CEAs and develop a comprehensive communication plan for the executive team.	Is essential to "cluster" approach, adopted by district (see recommendations 4-16, ff. infra.)
	4-10: Redesign performance standards for all central office staff and clarify the continuum of oversight responsibilities, roles and functions of central office staff, CDAs, CEAs, CISs, principals and school-based staff in the delivery of educational services.	Central to the decentralized reform promoted by district; important accountability measure.
	4-11: Eliminate the Special Assistants to the Deputy Superintendents.	
	4-12: Develop a detailed action plan annually for each goal, indicator, and criterion which	Accountability measure that requires continuity of approach and reporting on items

	MGT Recommendations	Rationale	
	is not achieved.	that have not been achieved.	
	4-13: Require annual evaluations for all senior staff and implement a 380-degree evaluation model to provide a comprehensive appraisal system for the evaluation of both central office and school administrators.	Regular, detailed evaluation of central office staff — regardless of model — is one of the principal reasons for the audit, is central to accountability and public confidence.	
4.4 School Management			
	4-16: Create a comprehensive profile of successful cluster implementation.	The district has adopted the "school community" model as its main organizational strategy as it assumes unitary status. MGT recommendations 4-16 4-43 deal with this cluster approach. The district has responded to a few of these recommendations but has not, as of this writing, dealt with the most systemic. In the absence of any other comprehensive plan to implement and evaluate this model, we suggest adoption of the systemic approach recommended by MGT.	
	4-19: Design a comprehensive professional development plan for CEAs which includes a thorough self-assessment, goal setting for each individual, cluster development, job targets, performance assessment, and areas for growth.	Speaks to systemic approach to leadership within the clusters and connects what happens in the clusters with district initiatives.	
	4-20: Develop strong instructional leadership	See above, 4-16 and 4-19.	

MGT Recommendations	Rationale
teams within each cluster and an overall	
leadership team among clusters.	
4-22: Update the document, "Steps To School	See above.
Improvement in Prince George's County	1
Public Schools (Part il) Strengthening the	
School Improvement Process through	
School-Based Management."	
4-23: Create a master plan for developing a	See above.
strong sense of involvement and efficacy	
within each school and cluster.	
Willing Guerra Grand Granders	
•	
4-24: Create a policy on school Improvement,	See above.
making clear and permanent the central place	
of the school improvement process in the	
achievement of the school system's vision of	
community schools and goals for higher	
achievement.	
4-26: Create a database of initiatives contained	See above.
in School Improvement Plans.	
4-29: Provide each CIS with a same-cohort	See above.
database, so that the CIS can analyze and	
share with cluster principals, the progress of	
same-age, non-mobile, in-cluster students	
from year to year as they progress from	
kindergarten through twelfth grade in the	
cluster.	
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	MGT Recommendations	Rationale
	4-40: Appoint both Deputy Superintendents to be the permanent communications liaisons	
	between the Superintendent and each	
	principal's group.	
	principal's group.	
	4-41: Establish the new principal mentor	
	position as a permanent part of the	
	Department of Staff Development.	
·	4-42: Adjust the ratio of vice principals and administrative assistants at the high schools in Prince George's County Public Schools to	Reconciles staffing allocations with formulas.
	the number allotted by the school system's allocation formula.	
	4-43: Re-organize the two different allocation formulas for Education Instructional Assistants at the elementary level, and middle school vice principals and administrative assistants into a coherent pre-K - 8 allocation formula.	Rationalizes resource allocation.
Section 5 Educa	ational Service Delivery	·
5.1 Research, Evaluation and Accountability		
•	5-1: Realign the organizational structure of	
	the Office of Research, Evaluation and	
	Accountability to integrate the planning and	·
	reporting structure of Prince George's County	
	Public Schools and clarify system-wide goals	
	for research and evaluation for both instruction and operations.	

***************************************	MGT Recommendations	Rationale
	5-2: Develop a comprehensive plan for data collection, management, and reporting that clearly defines the roles and responsibilities of all units performing research, evaluation and accountability-related tasks. (See 5-15, <i>Infra</i> .)	Aligns the various functions pursuant to a plan.
	5-3: Develop a comprehensive policy on program evaluation.	Regularizes an accountability function.
5.2 Organization and Management of Instruction	5-4: Develop and implement school-based Instructional Design Studies as a tool for assessing instruction and programs that contribute to the School Improvement Process.	
	5-6: Realign the Division of Instruction to enhance communication and focus the delivery of education services on improving student performance.	Connects district organization with improved student performance
	5-7: Reconfigure the Office of the CDA for Instruction to eliminate the Supervisor for Instructional Administration and two secretaries.	
	5-8: Conduct a comprehensive independent evaluation of the impact of the educational delivery system on improving student performance.	Supports systemic approach to instructional improvement.

	MGT Recommendations	Rationale
	5-9: Develop education delivery policies that clearly define educational priorities and services in Prince George's County Public Schools.	Supports systemic approach to instructional improvement.
5.3 Curriculum and Instructional		
	5-10: Realign the Department of Curriculum and Instruction and create a Department of Career Development.	
,	5-11: Restructure the position of Instructional Supervisor to enhance system-wide accountability for implementing initiatives in curriculum and instruction.	Rationalizes the relationship between schools and the central system.
	5-12: Reduce the new teacher observation responsibilities of instructional Supervisors and develop a mentorship program in each school that maximizes the experience of supervisors in developing teacher knowledge in each content area.	Note: This aligns with recommendation 6-20, infra. The district may already be doing much of this.
	5-13: Increase the frequency of meetings of Directors in the Division of Instruction and publish a division-wide monthly schedule of supervisor activities.	
·	5-14: Establish a five-year plan for curriculum development and seek additional revenues	Enables district to "continuously improve", adapt more easily to evolving state standards.

	MGT Recommendations	Rationale	
5.4 Special Pro	grams		
	5-15: Reorganize the Department of Comer, Milliken and Special Programs, the Department of Magnet Programs, and the Department of Student Support Programs.	This is a major recommendation that aligns several specially-funded programs that seek to bolster student performance and will, in some cases, be affected by the move to unitary status. The district has not yet responded to this recommendation which has implications for other recommendations. In the absence of other information, we suggest that this recommendation be implemented.	
	5-16: Develop a comprehensive evaluation process for all pilot programs that bases program coordination on specific criteria for program results.		
5.6 Student Assessment	5-20: Restructure the Department of Test Development and Administration and assign this unit to the newly created Department of School Improvement and Accountability.  5-22: Evaluate the types of assessments used to track student performance and develop a longitudinal plan for determining student and school success.		

	MGT Recommendations	Rationale
5.7 Staff Development		
Dovolopinon.	5-24: Create a Task Force to develop a comprehensive plan for staff development collaboration with area universities.	
	5-25: Develop a plan to expand distance learning programs as a tool for staff development over the next five years.	
Section 6 Perso	nnel Management	
6.1 Organization and Management		
Managomoni	6-1: Reorganize the Division of Personnel	
·	6-2: Eliminate six Instructional Personnel Supervisor positions, the position of Officer of Personnel, the position of Assistant Officer of Employee Services, and six secretarial positions; hire a Director of Employee Relations and Services, a Personnel Analyst, and four clerks.	

	MGT Recommendations	Rationale
6.5 Recruitment Certification and Retention of Teachers		
	6-14: Develop a formal recruitment plan, including a mission statement, goals and objectives, a needs assessment, an analysis and evaluation of past efforts, and strategles for attracting teachers to the school system.	Number of teachers hired annually has been increasing; the state has invested in teacher training, recruitment, certification and retention — it is important to have a detailed plan to respond to state investment and changing standards.
	6-15: Conduct analyses of the year-end recruitment reports to determine if funds that are being allocated to visit particular school systems are best suited to meet the school system's needs.	
	6-16: Appoint a Recruitment Advisory Committee to explore ways in which Prince George's County Public Schools might provide additional incentives to attract new teachers to the system.	
	6-17: Limit to three the number of years a teacher may teach on a provisional certificate.	·
	6-18: Conduct a Saturday workshop for provisional teachers having difficulty passing the National Teachers Examination (NTE).	Note: While the Board responds favorably to this recommendation, staff believes that the MGT cost estimate is too low, based on the system's need and the frequency of the NTE.

	MGT Recommendations	Rationale	_
	6-19: Reduce the salary of teachers who are	Note: This is subject to negotiation between	
	on provisional certificates after two consecutive	the Board and the teachers. It should be	
	years beginning with the 1998-99 school year.	considered a second-tier priority.	
	6-20: Adopt an effective mentorship program	See recommendation 5-12, supra. This has	
	for beginning teachers.	been funded through the state and is now	
		underway.	
6.6 Salary Sched	ules		
•	Recommendations 6-22 and 6-23 involve	Note: These are subject to negotiation and	
	salary raises for teachers who are underpaid	should be considered second-tier priorities.	
	compared to those in surrounding districts		
	compared to those in surrounding districts are overpaid compared to those in surrounding		
	districts.		
Section 7 Comm	nunity involvement		١
7.1 Public Accountability			
,	7-1: Require more timely publication of the	Allow public more time to digest and discuss	
	Evaluation Report	school performance; give district opportunity	
		to refine or change performance criteria.	
	7-2: Require more documentation of each		
•	status item reported in the Evaluation Plan.		
	7-3: Require the indicators for Goal 5 to		
	identify who is responsible for meeting each		
	criterion.	·	
	7-4: Revise the Annual Report to the		
	Community to provide substantive		
	accountability information.		
	•		
	7-5: Release the Annual Report to the		
	łocal media.	T.	

	MGT Recommendations	Rationale
	7-6: Institute an annual community survey.	
7.2 Public Relations		
	7-7: Place greater emphasis on the filling of vacant positions within the Division of Outreach and Communications.	Note: This may have been accomplished.
. '	7.9: Eliminate three support positions: the secretary for the Intergovernmental Relations Officer, the vacant clerk 1 position in the Communications Department, and the vacant Secretary 1 position in the Communications Department.	
	7-10: Change the reporting relationship of the Division of Outreach and Communications to reflect the importance of this function by having the CDA report directly to the Superintendent.	
	7-11: Reclassify the Business and Community Outreach and Involvement Chief to position to a director position.	
	7-12: Eliminate the Internal Communications Specialist Position	

	MGT Recommendations	Rationale
	7-13 7-18: Recommendations relating to public relations and communications which are relatively minor, have no cost ramifications and which the Board had indicated it will adopt.  7-20: Place greater emphasis on positive	
	media relations.	
7.3 Citizens Advisory Councils and Committees		
	Recommendations 7-22 7-24 each relate to parent and citizen representation on committees. They have no cost ramifications and the Board has said that it will adopt them.	
7.4 Volunteer Involvement	7-25: Require all clusters to thoughtfully develop parent and volunteer improvement goals.	Planning can optimize the use of parent and community volunteers, strengthen the school, and enhance outreach to the community.
7.5 Business Partnerships and Education Foundation	Recommendations 7.297.32 rationalize the district's use of school/business partnerships, enhance the system's educational foundation and make the foundation the focal point for soliciting and receiving donations from the business community. Each of these has support of the Board. There is some cost associated with the creation of a paid Executive Director's position for the Foundation.	

	MGT Recommendations	Rationale
Section 8 Facilitie	es Use and Management	
8.1 Facilities Plann		
	8-1: Conduct a complete evaluation of facilities using a comprehensive evaluation format.	
	8-2: Develop guidelines for the creation of educational specifications for each new project.	
	8-4: Develop policy recommendations in several areas including site recommendations, standards for reopening neighborhood schools, standards for determining replacement or modernization of facilities, revision of Board Policy 7100 (New Construction) and staffing of new schools.	
8.2 Facilities Use	8-5: Clearly define the basis for including proposed projects in the CIP.	
	8-6: Examine alternative facility solutions prior to including projects on the CIP for renovation, replacement, and/or additions.	

	MGT Recommendations	Rationale
8.3 Design and		
Construction		
	8-10: Implement the following cost saving	
	measures with a goal of providing quality	
	facilities at a cost reflecting the average	
	construction costs for school facilities in the	
	area. These measures include: value	
	engineering processes, stream-lined design	
•	manual, pre-determined specifications,	
	prototypical building plans, and other	·
	standardizations.	
Cartlan O Einana	lal Managamant	
Section 9 Financi	ai manayamant	
9.1 Budgeting and		
Management		
Services		
	9-2: Hold the Budget and Management	
	Services Department accountable for	
	comprehensive budget analysis to the	
	Superintendent and Board.	
	O O: Danie as the summent we are seen	
	9-3: Replace the current management	
	information system.	
•	9-4: Develop, generate and distribute more	
	useful budget reports on a monthly basis to	
	principals and account managers.	
	F	
9.2 Financial		
Services		
	9-6: Develop a comprehensive accounting	
	policies and procedural manual.	•
		· ·

	MGT Recommendations	Rationale
3 Internal Audits		
	9-13: Prepare quarterly and annual reports to	
	the Superintendent on the number, nature, and	
	results of internal audits conducted during each	
	fiscal year.	
	·	
.4 External Audits	· · · · · · · · · · · · · · · · · · ·	
	9-14: Require the external auditor to have a	
	more comprehensive approach to conducting	
	the annual external audit.	
.6 Internal Contro	le	
.o memor come	9-25: Develop a formal process to evaluate	
	directors in the Division of Budget, Finance,	
	and Management, and link evaluation criteria to	
	department goals and objectives.	•
	department goals and objectives.	
ection 12 Admi	nistrative and instructional Technology	
2.1 Organization		
	12-3: Assign the responsibility for coordinating	•
	all instructional technology in Prince George's	
	County Public Schools efforts to the Chief of	
	Technology Support and Training.	
	recinology support and training.	
2.2 Management		
nd Planning		
•	12-7: Continue to explore potential collaboration	
	opportunities with the County, but do not enter	
	into an agreement to consolidate the school	
	system's host processing function with that of	
	the County.	
	uio County.	
2.3 infrastructure		
	12-10: Develop a formal plan for implementing	
	the WAN, complete with milestones and target	
	dates.	

	MGT Recommendations	\ Rationale
12.4 Hardware		
	12-11: Establish computer acquisition	·
	standards that ensure Prince George's County Public Schools will acquire only state-of-the-	
-	art computers, thereby maximizing the useful	
•	life of new equipment.	·
	12-12: Establish a minimum level of technology	
	that each school should possess.	
12.5 Software		
,	12-15: Modify the RFP to also address the	
	student information system and accelerate the process.	
12.6 Staff		
Development		
	12-17: Provide more in-depth training in	
	technology for teachers, especially training in how to effectively integrate technology into their	
	teaching.	·
0 41 48 0 - 4-4	•	•
Section 15 Safet	y and Security	
15.2 Security		·
	15-4: Revise, update, and enforce existing	
	Procedure No. 10201 to require reporting of	
	all security and discipline violations as soon as they occur to the Department of	
	Security Services.	
	·	
	15-5: Enforce the disciplinary measures	
	of the Code of Student Conduct consistently	
	and uniformly throughout the school system.	

MGT Recommendations	Rationale
15-8 - 15- 8: Deal with security in schools; the Board has expressed its willingness to Implement these recommendations.	
15-9: Eliminate all security assistants in middle schools by the 1999-2000 fiscal year.	

Forty Management Priorities as Agreed to by the Prince George's County Board of Education, Dr. Iris T. Metts, Superintendent and the Management Oversight Panel

### FORTY MANAGEMENT PRIORITIES

Submitted by

The Board of Education

and

The Superintendent of Schools

of

Prince George's County Public Schools

The basic document provides a summary of the Superintendent of Schools' instructional and management priorities structured and expressed in terms of the MGT of America Audit Recommendations. Also included are priorities of the Superintendent of Schools related to issues not raised in the MGT audit. This was done to guarantee that this represents a comprehensive statement of school system goals and priorities, and not merely a response to the recommendations contained in the MGT audit.

In defining these Priorities, the Superintendent carefully reviewed and evaluated the concerns set forth by the Management Oversight Panel. This document, therefore, addresses all MGT of America audit recommendations and is intended to serve as a reference point in the ongoing dialogue between the Superintendent of Schools, the Board of Education and the Management Oversight Panel as issues are clarified, goals set and funds expended.

In setting forth priorities, the Superintendent of Schools sought to articulate system goals and the direction of change. This called for a permanent change in mindset and culture through an "operationalization" of recommendations. This approach recognized that it was critical to a checklist approach that results in business-as-usual, albeit somewhat modified.

Recommendation reference numbers are those used in the final document (July 7, 1998). Recommendations assigned a priority status by the Management Oversight Panel are in **boldface** numerals. Cross-references to the Master Plan have also been included. The citation format is consistent with that used in the master plan: Page Number: Goal Number. Objective. Strategy. Driver Action (i.e. 136: 3.3.1.2). Financial information is also provided for reference purposes. Following the convention employed in the original MGT audit report, costs are shown in brackets () while non-bracketed figures represent "costs avoided." The budget rank assigned each Priority in the Superintendent's Proposed FY-01 and FY-02 budgets have been included. These are used in building the school system's zero-based budgets. In the FY-01 budget, items were ranked 0-328 and from 0-333 in the Superintendent's Proposed FY-02 budget.

First Priority Recommendations follow the Audit's numerical sequence and their ordering does not represent a further prioritization. In an effort to frame the Superintendent's priorities in terms of audit recommendations, the wording of these recommendations has been edited in places. Deletions are indicated by a strikethrough and additions are [bracketed].

1 Recommendation 4-01

Use mediation and training sessions to restore the level of trust and understanding between the Superintendent and the Board of Education and among Board members.

Master Plan Cross Reference: p. 229

2 Recommendation 4-03

Evaluate all resolutions and decisions of the Board of Education to determine the educational impact of each decision and its relationship to the mission and goals of the Board and school system.

Master Plan Cross References:

140: 3.5.1 140: 3.5.2

3 Recommendation 4-10

Redesign performance standards for all central office staff and clarify the continuum of oversight responsibilities, roles and functions of central office staff CDAs, CEAs, CISs, principals and school-based staff in delivery of educational services.

#### Master Plan Cross References:

230: Bullet 3

136: 3.3.1.2

206: 4.1.2

143: 4.1.2

196: 3.3.1

4 Superintendent's Goal

Develop an Operation Plan that will delineate progress and provide specific benchmarks for achievement in MOP, MOU and Master Plan goals and objectives.

5 Recommendation 4-13

Require annual evaluations for all senior staff and implement a 360-degree evaluation model to provide a comprehensive appraisal system for the evaluation of both central office and school administrators.

Master Plan Cross References:

136: 3.3.1.2

137: 3. 3.2.2

© Recommendation 4-16

Create a comprehensive [organizational] profile of successful eluster implementation [a regional reporting structure].

#### Master Plan Cross References:

136: 3.3.1.3 143: 4.1.2

#### 7 Superintendent's Priority

Reorganize management structure to strengthen School System Accountability and operationalize School Improvement efforts.

® Recommendation 4-34

Assign the Department of Staff Development the responsibility for creating a master plan for leadership development with pre-leadership through the advanced levels of leadership, for all administrative positions including those in the central office, as well as for leadership structures such as school-based management councils and advisory councils, team leaders and department heads.

#### Master Plan Cross Reference:

145: 4.1.4

Recommendation 4-42

Adjust the ratio of vice principals and administrative assistants at the high schools in Prince George's County Public Schools to the number allotted by the school system's allocation formula.

Master Plan Cross Reference:

142: 4.1.1.3

10. Recommendation 5-01

Realign the organizational structure of the Office of Research, Evaluation and Accountability to integrate the planning and reporting functions of Prince George's County Public Schools and clarify system-wide goals for research and evaluation for both instruction and operations.

Master Plan Cross References:

231: First Bullet 117: 2.2.2

11 Superintendent's Goal

Develop a Community Schools Master Strategy regarding all Magnet and other special programs in light of the Memorandum of Understanding.

#### Master Plan Cross Reference:

138: 3.4.1

### 12 Superintendent's Goal

Align Curriculum to State Core Learning Goals and State Content Standards and structure the Division of Instruction to achieve this goal.

#### Master Plan Cross References:

104-6: 1.1.1 118: 1.2.3 59-60: 1.1.6 158: 1.1.1

13 Recommendation 5-18

Take action to implement clear policy and procedures for social security data on all students.

14. Recommendation 5-20

Restructure the Department of Test Development and Administration and assign this unit to the newly created Department of School Improvement and Accountability [the Deputy for Instruction].

Master Plan Cross Reference:

137: 3.3.2.1

15. Recommendation 5-24

Create a Task Force to develop a comprehensive plan for staff development collaboration with area universities.

Master Plan Cross References:

145: 4.1.4

208: 4.1.4

16. Superintendent's Goal

Establish a Chief Information Officer responsible for maintaining the system's electronic data, automating data collection and storage, centralizing system data and increasing data access.

Master Plan Cross Reference:

182: 3.1.1.2

17 Superintendent's Goal

Inaugurate an aggressive program to reduce the number of out-of-school suspensions through an In-School Suspension Program

Master Plan Cross References:

122:2.1.1

173:2.1.1

174:2.1.2

18 Recommendation 6-01

Reorganize the Division of Personnel-[Human Resources]

Master Plan Cross Reference:

142: 4.1.1.1

19. Recommendation 6-06

Update all policies and procedures pertaining to personnel in the Board Policy Manual.

Master Plan Cross References:

140: 3.5.1

202: 3.5.1

20. Superintendent's Goal

Implement an aggressive effort to recruit and retain qualified professionals and dramatically reduce the number of provisionally certified teachers.

Master Plan Cross References:

149: 4.2.2

150: 4.3.1

150: 4: 3.2

21 Superintendent's Goal

Propose to the Board of Education a competitive salary schedule that will facilitate the recruiting and retention of teachers and others.

Master Plan Cross Reference:

149: 4.2.2

### 22. Superintendent's Goal

As part of an overall effort to increase public awareness of school system performance, produce a concise, user-friendly Report Card, available both in print and on the web, for each Region and each individual school, providing data on academic performance, student population profile and relevant indexes (i.e., attendance, drop out rate, etc.)

### 23. Superintendent's Goal

Develop a community relations/marketing plan and restructure the Communications Office to achieve established goals.

#### Master Plan Cross Reference:

138: 3.3.3

24. Recommendation 7-11

Create a Department of Community and Government Relations.

25. Superintendent's Goal

Create a structured volunteer program that draws on community and business resources to provide one-to-one interaction with students at all levels.

### 26. Superintendent's Goal

Develop a five-year plan for facility use, design and construction, and facility renovation and maintenance; adjust the Maintenance Department and the Department of Planning and Architectural Services.

#### Master Plan Cross References:

127: 2.2.2 126: 2.2.1

### 27 Superintendent's Goal

Restructure the Division of Budget, Finance and Management Services under the leadership of a new Associate Superintendent, introduce improved professional practices and procure state-of-the-art technology.

#### Master Plan Cross References:

135: 3.2.1 135: 3.2.2

### 28 Superintendent's Goal

Create a readable, user-friendly, zero-based Budget developed with maximum input of all stakeholders and reflective of the goals, obligations and commitments of the school district.

#### Master Plan Cross Reference:

132: 3.1.2

29 Superintendent's Goal

Provide monthly financial reports to the Board of Education.

30 Superintendent's Goal

Develop policies that hold Administrators and Account Managers responsible for spending within budgetary categories at the prescribed levels and penalize those who fail to do so.

Master Plan Cross Reference:

132: 3.1.3

31 Superintendent's Goal

Make Administrators responsible for the administration of Student Activity Funds consistent with sound accounting practices while providing appropriate central office support.

32 Recommendation 9-25

Develop a formal process to evaluate [all School System Administrators] directors in the Division of Budget, Finance and Management, and link evaluation criteria to department goals and objectives [governing their areas of responsibility].

Master Plan Cross Reference:

185: 3.1.1.6

33 Superintendent's Goal

Restructure Purchasing operation to reduce inventory, facilitate on-line ordering, require direct shipment (where possible), tighten internal controls, streamline procurement process and introduce economies related to scale.

Master Plan Cross Reference:

191: 3.1.4

34 Recommendation 11-31

Implement an organizational model for copier procurement that would consolidate copier control under the [centralized] direction of the Director of Purchasing and Supply, and reduce purchase options.

Master Plan Cross Reference:

133: 3.1.4

35 Recommendation 12-03

Assign the responsibilities for coordinating <u>all</u> instructional technology efforts in Prince George's County Public Schools to the Chief of Technology Support and Training Information Officer.

Master Plan Cross Reference:

185: 3.1.1

#### **APPENDIX E**

36 Recommendation 13-01

Reduce the bus lots throughout Prince George's County from 14 to 3 [6]

37 Recommendation 13-03

Reorganize the Transportation Department to establish an effective management structure and to balance the span of control ratios.

#### **APPENDIX E**

38 Recommendation 13-07

Implement a computer-based route scheduling system.

## 39 Superintendent's Goal

Take Steps to ensure that security measures and procedures are being aggressively and uniformly implemented.

### Master Plan Cross References:

128: 2.3.1 180: 2.3.1 129: 2.3.2 180: 2.3.2 180: 2.3.3

### 40 Superintendent's Goal

Utilize \$2.4 million Community Policing Grant to upgrade security in all middle and high schools.

#### Master Plan Cross Reference:

130: 2.3.3

Priority Number and Description	Date MOP Agreed to Designate as "Addressed	Comments
3 Review Job Descriptions	May 1, 2002	While the Panel is pleased to see that evaluation procedures and processes for developing specific details have been included in new negotiated agreements, we will recommend to the new Board of Education that deadlines for identifying specific details and setting aside performance stipends be agreed to by all parties as soon as practical. It is important to move quickly beyond planning for performance standards to making them an integrated part of the of school system operations.
4 Develop an Operation Plan	March 6, 2002	A revised Master Plan was submitted to the State Board of Education in February. It provides a detailed plan with benchmarks for achieving goals. The MOP will monitor progress towards these benchmarks.
5 Require annual evaluations for all senior staff and implement a 360-degree evaluation model for both central office and school administrators	May 1, 2002	While the Panel is pleased to see that evaluation procedures and processes for developing specific details have been included in new negotiated agreements, we will recommend to the new Board of Education that deadlines for identifying specific details and setting aside performance stipends be agreed to by all parties as soon as practical. It is important to move quickly beyond planning for performance standards to making them an integrated part of the of school system operations.
6 Create a comprehensive regional reporting structure	October 4, 2000	Five regions with Executive Directors have been established. The MOP is interested in following how well this structure provides critical services to schools and students.

Priority Number and Description	Date MOP Agreed to Designate as "Addressed	Comments
7 Reorganize management structure to strengthen school system accountability and operationalize school improvement efforts	May 1, 2002	While the Panel is pleased to see that evaluation procedures and processes for developing specific details have been included in new negotiated agreements, we will recommend to the new Board of Education that deadlines for identifying specific details and setting aside performance stipends be agreed to by all parties as soon as practical. It is important to move quickly beyond planning for performance standards to making them an integrated part of the of school system operations.
8 Create a master plan for staff development	October 4, 2000	Substantial follow-up and monitoring will be required. The master plan for staff development is in place but the MOP will monitor implementation closely to determine if it helps in improving classroom teaching and in retaining qualified teachers.
Adjust ratio of vice principals and administrative assistants to reflect approved policy	October 4, 2000	Adjustments in staffing levels were completed in 1999. The MOP agrees that the staff allocation formula should be revised if needed.
12 Align curriculum to state core learning goals and content standards	March 6, 2002	Based on Information regarding teacher mentoring the MOP feels the alignment will be long term.
13 Implement policies for collecting social security data	September 5, 2001	New policies have been put in place that have helped increase the amount of Medicaid funds reimbursed to the school system. The system projects a significant increase in money collected in FY 02 over FY 01.

Priority Number and Description	Date MOP Agreed to Designate as "Addressed	Comments
14 Restructure the Department of Test Development and Administration	October 4, 2000	The MOP will monitor to insure accountability is achieved.
15 Create a staff development plan with area universities	October 4, 2000	PGCPS has developed new or enhanced relationships with area universities to help with staff development and student instruction. Continued evaluation of the effectiveness of these partnerships is required.
16 Establish a Chief Information Officer to manage data	October 4, 2000	Technology oversight has been centralized with the CIO. The MOP, however, is concerned about the current transition plans and the delay in appointing a new CIO. The MOP will continue to monitor this area closely.
17 Reduce the number of out-of-school suspensions	October 4, 2000	This recommendation was a space and budget priority for the school system. A new Saturday program came on line January 2001.
20 Implement a plan to recruit and retain certified teachers	May 1, 2002	Over time the school system has dedicated funding and programs to providing a variety of opportunities for teachers to achieve greater skills and full certification. The Panel will, however, recommend that the new Board of Education and new CEO continue to consistently evaluate the programs, to review percentage of provisionally certified teachers in the school system, and to set some goals for reducing that number to a state or national norm.
21 Propose a competitive salary schedule for teachers and other staff	October 4, 2000	A new pay scale and union contract for teachers was signed. There are ongoing efforts to also address pay scale items with administrators.
23 Develop a community relations/marketing plan and restructure the Communications Office	March 6, 2002	School system reporting of key information is more broadly distributed and significant effort has gone into designing reports more accessible to the public.

Priority Number and Description	Date MOP Agreed to Designate as "Addressed	Comments
24 Create a Department of Community and Government Relations	October 4, 2000	Specific divisions share this responsibility in an effort to provide more information to parents and the community.
25 Create a structured volunteer program that draws on community and business resources to provide one-to-one interaction with students at all levels	May 1, 2002	The HOST program is being expanded throughout the school system as funding and staff levels allow. We also note that technology has been implemented to assist in expanding the HOST program.
26 Develop a five-year plan for facility use, design, construction and maintenance	June 6, 2001	An outside consultant was used to develop a strategic plan for facilities. The Board of Education was presented with a list of 25 priorities and implementation schedule in May 2001.
28 Create a zero-based budget format	October 4, 2000	FY 2001 and FY 2002 were developed using zero based budget principles and policies. The MOP hopes the new ERP information technology system will allow faster and more efficient financial analysis and improve fiscal decision-making.
29 Provide monthly financial reports to the Board of Education	October 4, 2000	The MOP understands that the Board of Education now receives monthly financial reports. We hope it provides the type of data needed to assist the Board in making policy decisions. The MOP does not receive a copy of these reports.
30 Develop policies that hold administrators and account managers responsible for spending within budget categories and levels	1	Policies have been adopted. The MOP also has observed that ongoing, regular internal audits are used to monitor these accounts and identify administrators or account managers not adhering to policies and rules. Those not in compliance are provided additional training and, if required, disciplinary action.

Priority Number and Description	Date MOP Agreed to Designate as "Addressed	Comments
31 Make administrators responsible for using sound accounting practices with Student Activity Funds	October 4, 2000	The Policy Manual has been updated and staff has received training on new guidelines and rules. The MOP also has observed that ongoing, regular internal audits are used to monitor these accounts and identify administrators or account managers not adhering to policies and rules. Those not in compliance are provided additional training and, if required, disciplinary action.
34 Implement an organizational model for copier procurement that consolidates copier control	June 6, 2001	New guidelines and a specific set of copier options have been identified for schools. Only agreed to vendors can be given a contract and the Purchasing Department oversees all contracts.
35 Assign technology responsibilities to Chief Information Officer	October 4, 2000	Technology responsibilities have been assigned to the CiO. As in Priority 16 the MOP is now concerned about the delay in assigning a new CiO to this position.
37 Reorganize the Transportation Department to increase effective management	June 6, 2001	A reorganization has helped balance the span of controls and improved management. The MOP recognizes that all efficiencies projected by the MGT of America audit will not be achieved given the fiscal obstacles to complete consolidation of bus lots.

Priority Number and Description	Date MOP Agreed to Designate as "Addressed	Comments
38 Implement a computer-based bus scheduling system		Atthough there were some initial problems, the MOP believes policies and staff training in place allow for the successful implementation of the new system.
39 Take steps to aggressively implement uniform security procedures		The MOP recognizes that this is an ongoing process for the school system. It will require constant training and re-training for staff and well as consideration of new tools and "best practices."
40 Utilize \$2.4 million Community Policing Grant to upgrade security in all middle and high schools	June 6, 2001	The grant has been used to leverage expanded partnerships with local policy departments to increase the number of officers assigned to schools. The school system also won another grant to help fund installation of exterior surveillance cameras at all high schools.

## **APPENDIX G**

#### **APPENDIX G**

# MANAGEMENT REFORM PRIORITIES THE MANAGEMENT OVERSIGHT PANEL HAS NOT DEEMED AS "ADDRESSED"

Priority Number and Description	When PGCPS Asked for Priority to Be Deemed "Addressed"	Why MOP has deferred decision
10 Realign planning and reporting functions	April, 2001	The Panel has asked for information on how the new ERP/HRIS information system will impact research functions. The Panel also is in the midst of reviewing the results of a technology assessment to determine how recommendations might impact this priority.
32 Develop a formal process to evaluate all school system administrators and link evaluation criteria to goals and objectives governing their areas of responsibility	March, 2002	Certainly progress has been made to insert evaluation components into the negotiated agreement with ASASP Unit II and Unit III. This is a good step forward. However, much work by a joint committee is still to be completed. The nature of the relationship between the administration and the administrative corp has not been as cooperative as perhaps it could have been. This is not to point fingers or assign blame but recognizes the reality of the situation, a situation made difficult by the need for change, the Panel would need to see additional evidence that all parties are moving forward toward mutual goals before designating this item as Addressed.

## **APPENDIX H**

Management Priorities in the Process of Reaching an "Addressed" Status

# MANAGEMENT PRIORITIES IN PROCESS OF REACHING AN "ADDRESSED" STATUS

Priority Number and Description	Priority Number and Description
Use mediation and training sessions to restore the level of trust between the Superintendent and the Board of Education and among Board members	22 Produce a concise, user-friendly Report Card in print and on web as part of an overall effort to increase public awareness of school system performance. Completion timeline: August 2002
2 Evaluate all resolutions and decisions of the Board of Education to determine educational impact and relationship with the mission and goals of the Board and the school system. Completion timeline: December 2002	27 Restructure the Division of Budget, Finance and management Services to introduce improved professional practices and procure state-of-the-art technology. Completion timeline: August 2002
11 Develop a community schools master strategy regarding all magnet and other special programs in light of the end of court supervision. Completion timeline: August 2004	33 Restructure purchasing operation to reduce inventory, facilitate on-line ordering, require direct shipment, streamline the procurement process and introduce economies of scales. Completion timeline: November 2003
18 Reorganize the Division of Human Resources. The Panel has agreed to Phase One as "Addressed". Phase Two Completion timeline: July 2002	36 Reduce bus lots throughout Prince George's County from 14 to 6 The Panel has agreed to make this a secondary priority due to constraints in funds for capital improvements.
19 Update all policies and procedures pertaining to personnel in the Board Policy Manual. Completion timelines: December 2002 for HR and payroll; December 2002 for Core Financials and June 2003 for Non-Core Financials	



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